

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	LA
Course ID	NCV01002.2	Grade Level	10
Course Name	English II Sem 2	# of Credits	0.5
SCED Code	01002G0.5022	Curriculum Type	Odysseyware

### COURSE DESCRIPTION

*In Semester II of English II Students will continue to gain valuable cultural insight as they read and write about works depicting the social, personal, religious, and political struggles and triumphs faced by people all over the world and all through history. Students will continue to build their literacy skills by engaging in active reading, composition, speaking and listening activities, vocabulary study, and focused research projects. To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills. As a result of the reading, writing, speaking, and listening students will do in this course, they will continue to develop their understanding of effective communication, as well as gain a broader perspective of literature.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets"</a>
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9-10.8	(Not applicable to literature)

RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1.a	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1.b	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
W.9-10.1.c	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.2.a	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9-10.2.b	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2.c	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2.d	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2.e	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2.f	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.9-10.3.b	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.3.e	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.9.a	a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
W.9-10.9.b	b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.1.a	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9-10.1.b	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9-10.1.c	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.1.d	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.1.a	a. Use parallel structure.

L.9-10.1.b	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.2.a	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.2.b	b. Use a colon to introduce a list or quotation.
L.9-10.2.c	c. Spell correctly.
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.9-10.3.a	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
L.9-10.4.a	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9-10.4.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.9-10.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.9-10.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.5.a	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5.b	b. Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
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<p>Unit 5: Perspectives in World Literature:</p>	<p>This is an overview of the standards covered in the lessons and projects below for Unit 5. Students may view the overview but have no exercises to complete.</p>	<p>Students will examine literature that offers a wide world perspective, including Nectar in a Sieve, varied poetry, and work by Gandhi; students will apply their analysis skills to explore elements such as themes, narrative structure, symbolism, and context, utilizing writing skills to compose well-structured arguments. Improving reading skills: analysis, evaluation, and interpretation  Identifying explicit and implicit meaning in a variety of genres  Analyzing historical and cultural context and source material and their effect on meaning  Analyzing and comparing the representation of a subject in two different mediums  Analyzing literary elements and devices: point of view, character, plot, conflict, theme, narrative or poetic structure, pacing, allusion, irony, flashback, foreshadowing, symbolism, allegory, magical realism  Analyzing language: figurative language, imagery, mood, tone, connotation, nuance in meaning  Developing writing skills:  Narrative: incorporating engaging literary elements, using figurative language, aligning to purpose, task, and audience  Explanatory: responding to literature, comparing and contrasting, formulating and supporting a thesis, conveying complex ideas, organizing ideas, writing effective conclusions, using precise language, using the writing process, incorporating technology  Argumentative: making a claim, supporting a claim, distinguishing claims from counterclaims, using transitions, using formal and objective language, using the writing process  Analyzing and participating in speaking and listening activities: analyzing rhetoric, purpose in published speeches, collaborative discussions  Strengthening language skills: conventions, knowledge, vocabulary acquisition and use</p>
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NECTAR IN A SIEVE: SETTING AND CULTURE	RL.9-10.6	Consider how certain authors both draw on and question cultural traditions.
"GANDHI DEFENDS HIS BELIEFS": PERSUASION AND PARALLEL STRUCTURE	RI.9-10.1 RL.9-10.6 RI.9-10.6 RI.9-10.2 RI.9-10.6 RI.9-10.3 L.9-10.3 SL.9-10.1a	<p>Cite strong and thorough textual evidence to support analysis of explicit and inferential meaning in nonfiction texts.</p> <p>Analyze literature of historical and cultural significance. Evaluate point of view in nonfiction.</p> <p>Summarize the central idea in a work of literary nonfiction.</p> <p>Determine and analyze purpose in literary nonfiction.</p> <p>Analyze the structure of a work of literary nonfiction.</p> <p>Apply knowledge of language to comprehend more fully when reading or listening.</p> <p>Come to discussions prepared to exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>
"WORK WITHOUT HOPE": COMPARE WITH NECTAR IN A SIEVE	RL.9-10.7 L.9-10.5a RL.9-10.4	<p>Analyze and compare a particular point of view reflected in two or more works of literature.</p> <p>Identify and analyze allusion in literature.</p> <p>Determine the figurative and connotative meaning of words and phrases.</p>
NECTAR IN A SIEVE: POINT OF VIEW	RL.9-10.1 RL.9-10.6 RL.9-10.5 RL.9-10.4 SL.9-10.1a	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning.</p> <p>Explore point of view and cultural experience in literature.</p> <p>Describe the effects of the narrative structure and pacing in a literary work.</p> <p>Analyze the motives, qualities, and contradictions of a character in a literary work.</p> <p>Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>

<p>NECTAR IN A SIEVE: IDENTIFYING THEMES</p>	<p>RL.9-10.5 RL.9-10.4 RL.9-10.2 RL.9-10.4 SL.9-10.1a</p>	<p>Explore various literary devices in plot development such as flashback and foreshadowing.          Analyze the motives, qualities, and contradictions of a character in a literary work.          Analyze the development of a theme over the course of a text.          Consider how characterization develops theme in a literary work.          Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>
<p>NECTAR IN A SIEVE: NARRATIVE STRUCTURE</p>	<p>RL.9-10.5 RL.9-10.4 RL.9-10.2 RL.9-10.4 SL.9-10.1a</p>	<p>Analyze plot development.          Analyze the interaction of characters and how this interaction advances the plot in a literary work.          Analyze the development of a theme over the course of a text.          Consider how characterization develops theme in a literary work.          Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>
<p>QUIZ: NECTAR IN A SIEVE CHAPTERS 1-19</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>NECTAR IN A SIEVE: SYMBOLISM AND MOTIF</p>	<p>RL.9-10.5 RL.9-10.4 RL.9-10.2 L.9-10.5a</p>	<p>Analyze plot development.          Analyze the interaction of characters and how this interaction advances the plot in a literary work.          Identify and examine specific details that shape and refine a theme.          Understand and analyze how literary devices convey theme.</p>
<p>NECTAR IN A SIEVE: COMPARE POINT OF VIEW</p>	<p>RL.9-10.6 RL.9-10.6 RL.9-10.2</p>	<p>Explore point of view and cultural experience in literature.          Consider how certain authors both draw on and question cultural traditions.          Offer insightful inferences regarding themes.</p>

NECTAR IN A SIEVE: SYMBOLISM AND IMAGERY	RL.9-10.2 RL.9-10.2	Analyze symbolism and how it supports theme in a work of fiction. Analyze imagery and how it supports theme in Nectar in a Sieve.
NECTAR IN A SIEVE: DICTION AND TONE	RL.9-10.4 RL.9-10.4	Analyze tone in literature. Determine the figurative and connotative meaning of words and phrases in context.
NECTAR IN A SIEVE: SIMILE, METAPHOR, PERSONIFICATION	L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
QUIZ: NECTAR IN A SIEVE CHAPTERS 20-30	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
WORD ANALYSIS: PREFIXES, SUFFIXES, AND CONTEXT	L.9-10.4 L.9-10.4 b L.9-10.3 L.9-10.4c	Use strategies such as analyzing word parts, looking at context, and using appropriate reference materials to determine the meaning of unknown and multiple meaning words and phrases. Use knowledge of word patterns to help in determining word meaning. Apply knowledge of language to understand the function of language in different contexts. Use a dictionary to verify the meaning of an unknown word.
PROJECT: ARGUMENTATIVE ESSAY - THEME IN NECTAR IN A SIEVE	W.9-10.2 W.9.10.2a W.9-10.2c W.9-10.2d W.9-10.2f W.9-10.5 W.9-10.9 L.9-10.3	Write a close literary analysis of a work of fiction considering language use and literary elements. Create clear, original, and specific thesis statements. Use appropriate transitions to link ideas and paragraphs. Use precise, formal language, avoiding clichés and casual language. Write concluding paragraphs that reiterate and extend important ideas. Use the writing process to develop and strengthen writing. Draw evidence from literary and informational texts to support analysis. Apply knowledge of language to make effective choices for meaning or style.

<p>"TELL ME, O SWAN, YOUR ANCIENT TALE": IMPLICIT AND EXPLICIT MEANING</p>	<p>RL.9-10.1 RL.9-10.6 RL.9-10.4 W.9-10.9</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning. Explore point of view and cultural experience in literature from around the world. Determine the figurative and connotative meaning of words and phrases in context. Reflect and take notes on seminar questions about the literature studied.</p>
<p>"THE SWAN": OBJECT POETRY</p>	<p>RL.9-10.1 RL.9-10.6 RL.9-10.4 W.9-10.9</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning. Explore point of view and cultural experience in literature from around the world. Determine the figurative and connotative meaning of words and phrases in context. Identify and analyze poetic devices including rhyme, meter, form, and sound. Reflect and take notes on seminar questions about the literature studied.</p>
<p>"SPANISH DANCER": IMAGERY AND TRANSLATIONS</p>	<p>RL.9-10.1 RL.9-10.6 RL.9-10.4 W.9-10.9</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning. Explore point of view and cultural experience in literature from around the world. Determine the figurative and connotative meaning of words and phrases in context. Identify and analyze poet devices including rhyme, meter, form, and sound. Reflect and take notes on seminar questions about the literature studied.</p>
<p>QUIZ: THEME, POETRY, AND MEANING</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>TEST REVIEW</p>	<p>Comprehensive review over standards presented in Unit 5.</p>	<p>Review of standards presented in Unit 5.</p>

<p>TEST: PERSPECTIVE IN WORLD LITERATURE</p>	<p>Comprehensive test over standards presented in Unit 5.</p>	<p>Evaluation of standards presented in Unit 5.</p>
<p>Unit 6: Cultural Context of Writing:</p>	<p>This is an overview of the standards covered in the lessons and projects below for Unit 6. Students may view the overview but have no exercises to complete.</p>	<p>Using culture as a context, students will focus on utilizing inference skills to analyze theme and author purpose, composing several written works that require reading comprehension, well-developed literary analysis, and strong research skills. Determine the figurative and connotative meaning of words and phrases in context  Identify and analyze poetic devices including rhyme, meter, form, and sound  Explore point of view and cultural experience in literature from around the world  Analyze the motives, qualities, and contradictions of a character in a literary works  Explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and extended metaphor  Analyze point of view and its impact on meaning  Use strategies such as analyzing word parts, examining context, and checking appropriate reference materials to determine the meaning of unknown and multiple meaning words and phrases  Apply knowledge of language to understand the function of language in different contexts  Identify and use parallel structure to add economy, clarity, and equality to writing and speaking  Cite strong and thorough textual evidence to support explicit and inferential meaning</p>

<p>"YOUR LAUGHTER": FREE VERSE AND TONE</p>	<p>RL.9-10.1 RL.9-10.4 L.9-10.5 RL.9-10.6 W.9-10.9</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning.  Determine the figurative and connotative meaning of words and phrases in context.  Identify and analyze poetic devices including rhyme, meter, form, and sound.  Explore point of view and cultural experience in poetry.  Reflect and take notes on seminar questions about the literature studied.</p>
<p>"BIRTHPLACE": ENJAMBMENT AND TONE</p>	<p>RL.9-10.1 RL.9-10.6 RL.9-10.4 L.9-10.5 W.9-10.9</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning.  Explore point of view and cultural experience in literature from around the world.  Determine figurative and connotative meaning of words and phrases in context.  Identify and analyze poetic devices including rhyme, meter, form, and sound.  Reflect and take notes on seminar questions about the literature studied.</p>
<p>"IT'S THIS WAY": METER AND FUTURISM</p>	<p>RL.9-10.1 RL.9-10.6 RL.9-10.4 L.9-10.5 W.0-10.9</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning.  Explore point of view and cultural experience in literature from around the world.  Determine the figurative and connotative meaning of words and phrases in context.  Identify and analyze poetic devices including rhyme, meter, form, and sound.  Reflect and take notes on seminar questions about the literature studied.</p>
<p>"COUNTING SMALL-BONED BODIES": SATIRE AND TERCETS</p>	<p>RL.9-10.1 RL.9-10.6 RL.9-10.4 L.9-10.5 W.0-10.9</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning.  Explore point of view and cultural experience in literature from around the world.  Analyze tone in literature.  Identify and analyze poetic devices including rhyme, meter, form, and sound.  Reflect and take notes on seminar questions about the literature studied.</p>

<p>PROJECT: ANALYSIS AND COMPARISON OF TWO POEMS</p>	<p>W.9-10.2a RL.9-10.9 W.9-10.9 L.9-10.3 L.9-10.2</p>	<p>Create clear, original, and specific thesis statements.          Analyze and compare a particular point of view reflected in two or more works of literature.          Draw evidence from literary and informational texts to support analysis.          Apply knowledge of language to make effective choices for meaning and style.          Edit writing for correct capitalization, punctuation, and spelling.</p>
<p>QUIZ: POETRY</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>PROJECT: WRITE AN ARGUMENT</p>	<p>W.9-10.1 W.9-10.1 W.9-10.1a W.9-10.1a W.9-10.1c W.9-10.1d W.9-10.1e</p>	<p>Support claims using relevant and sufficient evidence.          Support claims using valid reasoning.          Create clear, original, specific thesis statements.          Distinguish claims from counterclaims.          Use transitions to link claims.          Establish a formal tone in writing.          Write conclusions that follow from and support an argument.</p>
<p>"THE GARDEN OF FORKING PATHS": ALLUSIONS</p>	<p>RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 L.9-10.5</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning in a variety of texts.          Identify and examine specific details that shape and refine a theme.          Analyze the motives, qualities, and contradictions of a character in a literary work.          Describe the effects of the narrative structure and point of view in a literary work.          Explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and extended metaphor.</p>

<p>PROJECT: NARRATIVE ESSAY: "THE GARDEN OF THE FORKING PATHS"</p>	<p>W.9-10.3 W.9-10.3b W.9-10.4 L.9-10.3 L.9-10.5</p>	<p>Write short, narrative texts inspired by a work of literature studied. Engage readers by using literary elements effectively. Produce writing appropriate to task, audience, and purpose. Apply knowledge of language to make effective language choices. Demonstrate understanding of figurative language.</p>
<p>"THERE'S A MAN IN THE HABIT OF HITTING ME ON THE HEAD WITH AN UMBRELLA": SATIRE AND MAGICAL REALISM</p>	<p>RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.6 RL.9-10.5 L.9-10.5</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning in a variety of texts. Offer insightful inferences regarding themes. Analyze the motives, qualities, and contradictions of a character in a literary work. Define and explore the role of the magical and fantastic in works of literature from Latin America. Describe the effects of the narrative structure and point of view in a literary work. Explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and extended metaphor.</p>
<p>QUIZ: ARGUMENT, NARRATIVE, SATIRE</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>WORDS: SYNTAX AND ETYMOLOGY</p>	<p>L.9-10.4 L.9-10.4 a</p>	<p>Use strategies such as analyzing word parts, examining context, and checking appropriate reference materials to determine the meaning of unknown and multiple meaning words and phrases. Apply knowledge of language to understand the function of language in different contexts.</p>

PROJECT: RESEARCH ESSAY: LATIN AMERICAN WRITERS	W.9-10.2 W.9-10.2b W.9-10.2c W.9-10.2d W.9-10.2f W.9-10.5	<p>Create clear, original, specific thesis statements.</p> <p>Write clear, organized texts to explain and convey complex ideas, concepts and information.</p> <p>Organize concrete evidence and supporting textual details to support a thesis statement.</p> <p>Write appropriate transitions to organize paragraph.</p> <p>Use precise language, avoiding clichés and casual language.</p> <p>Create conclusions that follows from and supports ideas in an essay.</p> <p>Use the writing process to develop and strengthen writing.</p>
THE CIRCUIT: THEME	RL.9-10.1 RL.9-10.6 RL.9-10.2 W.9-10.6	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning.</p> <p>Analyze point of view and its impact on meaning.</p> <p>Offer insightful inferences regarding themes.</p> <p>Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>
"THE PASSING": INFERENCE AND THEME	RL.9-10.1 RL.9-10.6 RL.9-10.2 W.9-10.6	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning.</p> <p>Analyze point of view and its impact on meaning.</p> <p>Offer insightful inferences regarding themes.</p> <p>Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>
PROJECT: GRAMMAR ESSAY	L. 9-10.1b L.9-10.2a L.9-10.2b L.9-10.1a SL.9-10.1	<p>Identify and use clauses to add variety and interesting to writing and speaking.</p> <p>Use semicolons correctly to improve writing.</p> <p>Use colons to introduce a list or quotation.</p> <p>Identify and use parallel structure to add economy, clarity, and equality to writing and speaking.</p> <p>Participate in collaborative discussions.</p>
PROJECT: CLICHÉS AND REVISION	W.9-10.2d SL.9-10.1	<p>Identify and use precise language, avoiding clichés and casual language.</p> <p>Participate in a range of collaborative activities</p>

QUIZ: WRITING PROCESS	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
TEST REVIEW	Comprehensive review over standards presented in Unit 6.	Review of standards presented in Unit 6.
TEST: CULTURAL CONTEXT OF WRITING	Comprehensive test over standards presented in Unit 6.	Evaluation of standards presented in Unit 6.

<p>Unit 7: Things Fall Apart:</p>	<p>This is an overview of the standards covered in the lessons and projects below for Unit 7. Students may view the overview but have no exercises to complete.</p>	<p>Students will incorporate research and historical/cultural context in their exploration of the post-colonial South African novel, Things Fall Apart, progressing into an analysis of the rhetoric and logical of politically-charged literature and speeches of South Africa. Consider how certain authors both draw on and question cultural traditions</p> <p>Exchange and discuss interpretations of and supporting evidence</p> <p>Analyze a work of literature within its historical and cultural context</p> <p>Demonstrate independence in seeking understanding of words or phrases important to comprehension or expression</p> <p>Analyze nuances in the meaning of words with similar denotations</p> <p>Use strategies such as analyzing word parts and context to determine the meaning of unknown and multiple meaning words and phrases</p> <p>Analyze the development of a theme over the course of a text</p> <p>Analyze and evaluate the way in which an author develops his or her ideas in a work of literary nonfiction</p> <p>Consider how certain authors both draw on and question cultural traditions</p> <p>Analyze text from a political debate to identify strengths and weaknesses in the arguments</p> <p>Synthesize information found in charts and graphs and write summative conclusions based on the information found in them</p>
<p>THINGS FALL APART: POINT OF VIEW</p>	<p>RL.9-10.6</p>	<p>Recognize the role of tradition and change in the literature of the world.</p>

<p>PROJECT: CITED WEB SEARCH - IGBO SOCIETY</p>	<p>RL.9-10.5 W.9-10.7 W.9-10.7 W.9-10.7 W.9-10.8 W.9-10.8 SL.9-10.5 SL.9-10.6</p>	<p>Consider how certain authors both draw on and question cultural traditions.          Research a historical event to determine its impact on a particular work or works of literature.          Research the ways in which an author explores a changing social structure.          Research the ways in which an author's work reflects or questions a cultural tradition.          Synthesize the information from a variety of sources on a particular topic.          Recognize and adhere to MLA citation format.          Use digital media to enhance the expression and understanding of ideas presented orally and visually.          Adapt speech to a variety of tasks and contexts.</p>
<p>THINGS FALL APART: FOLKLORE TRADITIONS - CHAPTERS 1-3</p>	<p>RL.9-10.1 RL.9-10.3 SL.9-10.1</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential.          Analyze the motives, qualities, and contradictions of a character in a literary work.          Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>
<p>THINGS FALL APART: HISTORICAL AND CULTURAL CONTEXT - CHAPTERS 4-6</p>	<p>RL.9-10.3 SL.9-10.1 RL.9-10.6</p>	<p>Analyze the motives, qualities, and contradictions of a character in a literary work.          Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.          Consider how certain authors both draw on and question cultural traditions.</p>
<p>THINGS FALL APART: CHARACTER AND CONFLICT - CHAPTERS 7-8</p>	<p>RL.9-10.3 RL.9-10.3 SL.9-10.1 RL.9-10.6</p>	<p>Analyze the interaction of characters and how this interaction advances the plot in a literary work.          Analyze the motives, qualities, and contradictions of a character in a literary work.          Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.          Explore point of view and cultural experience in literature.</p>

QUIZ: THINGS FALL APART: CHAPTERS 1-8	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
THINGS FALL APART: CHARACTERIZATION - CHAPTERS 9-11	RL.9-10.6 RL.9-10.3 SL.9-10.1	Explore point of view and cultural experience in literature. Analyze the interaction of characters and how this interaction advances the plot in a literary work. Consider how characterization develops theme in a literary work. Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.
THINGS FALL APART: SYMBOLISM	L.9-10.5 L.9-10.5 b	Analyze literary devices such as symbolism. Understand how literary devices convey tone and theme.
THINGS FALL APART: IRONY AND FORESHADOWING	RL.9-10.5 RL.9-10.2	Explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and irony. Understand how literary devices convey theme.
THINGS FALL APART: CHARACTER ANALYSIS - CHAPTERS 12-13	RL.9-10.3 RL.9-10.3 SL.9-10.1	Analyze the motives, qualities, and contradictions of a character in a literary work. Consider how characterization develops theme in a literary work. Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.
THINGS FALL APART: TWO INTERPRETATIONS - CHAPTERS 14-16	RL.9-10.6 RL.9-10.3 RL.9-10.3 SL.9-10.1	Consider how certain authors both draw on and question cultural traditions. Analyze the motives, qualities, and contradictions of a character in a literary work. Consider how characterization develops theme in a literary work. Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.
THINGS FALL APART: IMAGERY	L.9-10.5	Determine the figurative and connotative meaning of word

<p>QUIZ: THINGS FALL APART: CHAPTERS 9-16</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>THINGS FALL APART: DECODING WORDS</p>	<p>L.9-10.4 L.9-10.4 a SL.9-10.1 L. 9.10.5b</p>	<p>Demonstrate independence in seeking understanding of words or phrases important to comprehension or expression. Use strategies such as analyzing word parts and context to determine the meaning of unknown and multiple meaning words and phrases. Work with a classmate to decode words. Analyze nuances in the meaning of words with similar denotations.</p>
<p>THINGS FALL APART: CONFLICT - CHAPTERS 17-19</p>	<p>RL.9-10.3 RL.9-10.3 RL.9-10.6 SL.9-10.1</p>	<p>Analyze the motives, qualities, and contradictions of a character in a literary work. Consider how characterization develops theme in a literary work. Explore point of view and cultural experience in literature. Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>
<p>THINGS FALL APART: THEMES</p>	<p>RL.9-10.2 RL.9-10.2 RL.9-10.2</p>	<p>Offer insightful inferences regarding themes. Analyze the development of a theme over the course of a text. Identify and examine specific details that shape and refine a theme.</p>
<p>THINGS FALL APART: CONTEXT AND CHANGE</p>	<p>RL.9-10.6 RL.9-10.3 SL.9-10.1</p>	<p>Consider how certain authors both draw on and question cultural traditions. Consider how characterization develops theme in a literary work. Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>

<p>THINGS FALL APART: PARALLEL CHARACTERS</p>	<p>RL.9-10.3 RL.9-10.3 RL.9-10.3 SL.9-10.1</p>	<p>Analyze the interaction of characters and how this interaction advances the plot in a literary work. Analyze the motives, qualities, and contradictions of a character in a literary work. Consider how characterization develops theme in a literary work. Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>
<p>THINGS FALL APART: INDIVIDUAL VS. SOCIETY</p>	<p>RL.9-10.3 RL.9-10.6 RL.9-10.6 RL.9-10.2 SL.9-10.1</p>	<p>Analyze the motives, qualities, and contradictions of a character in a literary work. Consider how certain authors both draw on and question cultural traditions. Explore point of view and cultural experience in literature. Analyze the development of a theme over the course of a text. Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>
<p>PROJECT: ELEMENTS OF TRAGEDY IN THINGS FALL APART AND POETICS</p>	<p>RL.9-10.3</p>	<p>Analyze the motives, qualities, and contradictions of a character in a literary work.</p>
<p>THINGS FALL APART: RHYTHM OF LANGUAGE</p>	<p>RL.9-10.4 RL.9-10.4 L.9-10.5a</p>	<p>Analyze how language evokes a sense of time and place in literature. Analyze tone in literature. Identify and analyze allusion in literature.</p>
<p>"THE SECOND COMING": EPIGRAPH TO THINGS FALL APART</p>	<p>RL.9-10.5 RL.9-10.2</p>	<p>Determine the figurative and connotative meaning of words and phrases in context. Understand and analyze how literary devices convey theme.</p>

<p>PROJECT: LITERARY ANALYSIS OF THEME IN THINGS FALL APART</p>	<p>RL.9-10.2 W.9-10.2 W.9-10.2d W.9-10.2c W.9-10.5 W.9-10.6</p>	<p>Analyze how literary elements develops theme in a literary work.          Create clear, original, specific, debatable thesis statements.          Organize concrete evidence and supporting textual details to support claims made.          Use precise language, avoiding clichés and casual language.          Use appropriate and helpful transitions between and within paragraphs.          Use the writing process, including peer and self-evaluation, to develop and strengthen writing.          Use technology to produce, publish, update, and enhance writing products.</p>
<p>QUIZ: THINGS FALL APART: CHAPTERS 17-19</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>"1959: WHAT IS APARTHEID?": CITING KEY CONCEPTS</p>	<p>RI.9-10.1 RL.9-10.6 RI.9-10.3 RI.9-10.4 RI.9-10.2</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning.          Determine and analyze point of view or purpose in literary nonfiction.          Analyze and evaluate the way in which an author develops his or her ideas in a work of literary nonfiction.          Analyze the cumulative impact of word choice on meaning and tone.          Summarize the central idea in a work of literary nonfiction.</p>
<p>"MASTER HAROLD": ANALYZING DIALOGUE AND ALLUSIONS</p>	<p>RL.9-10.3 RL.9-10.6 RL.9-10.6 RL.9-10.2</p>	<p>Analyze the motives, qualities, and contradictions of a character in a literary work.          Consider how certain authors both draw on and question cultural traditions.          Explore point of view and cultural experience in literature.          Analyze the development of a theme over the course of a text.</p>

<p>MANDELA'S NOBEL PRIZE ACCEPTANCE SPEECH: DICTION AND RHETORIC</p>	<p>RI.9-10.1 RI.9-10.2 RI.9-10.6 RI.9-10.6 RI.9-10.4 RI.9-10.8</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning.  Summarize the central idea in a work of literary nonfiction.  Analyze an author's use of rhetoric to advance point of view or purpose in literary nonfiction.  Determine and analyze point of view or purpose in literary nonfiction.  Analyze the cumulative impact of word choice on meaning and tone.  Analyze the structure of a speech to understand and evaluate its purpose.</p>
<p>PROJECT: REFLECTIVE ESSAY - LITERATURE OF SOUTH AFRICA</p>	<p>W.9-10.2 W.9-10.1 W.9-10.5 W.9-10.9 L.9-10.3 L.9-10.2 W.9-10.4</p>	<p>Use narrative reflection to gain a deeper understanding of content.  Select details to support ideas in thoughtfully.  Use the writing process to develop and strengthen writing.  Draw evidence from literary and informational texts to support reflection.  Apply knowledge of language to make effective language choices.  Edit writing for spelling, punctuation, and capitalization.  Produce writing appropriate to task, purpose, and audience.</p>
<p>RHETORIC AND LOGIC IN POLITICS</p>	<p>RI.9-10.9 SL.9-10.3 SL.9-10.2</p>	<p>Analyze text from a political debate to identify strengths and weaknesses in the arguments.  Analyze propaganda texts to explore their visual appeal.  Synthesize information found in charts and graphs and write summative conclusions based on the information found in them.</p>
<p>QUIZ: LITERATURE OF SOUTH AFRICA</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>

TEST REVIEW	Comprehensive review over standards presented in Unit 7.	Review of standards presented in Unit 7.
TEST: THINGS FALL APART	Comprehensive test over standards presented in Unit 7.	Evaluation of standards presented in Unit 7.

<p>Unit 8: Tradition vs. Change:</p>	<p>This is an overview of the standards covered in the lessons and projects below for Unit 8. Students may view the overview but have no exercises to complete.</p>	<p>Students will encounter works that illuminate the theme of the conflict between tradition and change, focusing heavily on project-based work, including a speaking and listening project and an advanced research project that requires students to employ such skills as paraphrasing, proper citations, and determining credible research sources. Improving reading skills: analysis, evaluation, and interpretation  Identifying explicit and implicit meaning in a variety of genres  Analyzing historical and cultural context and source material and their effect on meaning  Analyzing and comparing the representation of a subject in two different mediums  Analyzing literary elements and devices: point of view, character, plot, conflict, theme, narrative or poetic structure, pacing, irony, foreshadowing, symbolism  Analyzing language: figurative language, imagery, mood, tone, connotation, nuance in meaning  Analyzing arguments: rhetoric, claim development, structure, purpose  Developing writing skills:  Narrative: reflection on theme, supporting ideas  Explanatory: responding to literature, formulating and supporting a thesis, conveying complex ideas, organizing ideas, using effective transitions, writing effective conclusions, using precise language, using the writing process, incorporating technology  Conducting research: Web searches, formulating a research question, gathering and evaluating research, synthesizing, quoting, paraphrasing; preparation of papers using correct MLA guidelines for documentation, including in-text citation of sources and creating a works-cited list  Analyzing and participating in speaking and listening activities: analyzing rhetoric, purpose in published speeches, collaborative discussions, giving a speech  Strengthening language skills: conventions, knowledge, vocabulary acquisition and use</p>
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DON QUIXOTE: HISTORICAL CONTEXT	RL.9-10.9	Analyze a work of literature within its historical and cultural context.
DON QUIXOTE: ALLEGORY	RL.9-10.6 RL.9-10.2 RL.9-10.4 RL.9-10.3 RL.9-10.5	Explore point of view and cultural experience in literature. Understand and analyze how literary devices convey theme. Analyze how language evokes a sense of time and place in literature. Analyze the motives, qualities, and contradictions of a character. Explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and extended metaphor.
"THE LOTTERY": FORESHADOWING AND SUSPENSE	RL.9-10.1 RL.9-10.3 RL.9-10.5 RL.9-10.2	Cite strong and thorough textual evidence to support explicit and inferential meaning. Analyze the interaction of characters and how this interaction advances the plot. Explore various literary devices in plot development such as suspense, foreshadowing, and symbolism. Identify and examine specific details that shape and refine a theme.
"THE BANE OF THE INTERNET": TONE AND POINT OF VIEW	RL.9-10.6 RL.9-10.3 RL.9-10.4 RL.9-10.4	Explore point of view and cultural experience in literature. Consider how characterization develops theme in a literary work. Determine how word choice impacts tone. Analyze tone in literature.
FIGURATIVE LANGUAGE	L.9-10.5a-b L.9-10.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Apply knowledge of language to understand the function of language in different contexts.
PROJECT: DRAMATIC RECITATION	SL.9-10.6 SL.9-10.4 SL.9-10.4	Adapt speech to a variety of tasks and contexts. Present knowledge on a given topic clearly. Use precise and appropriate language.
PROJECT: RESEARCH AN AUTHOR'S CULTURAL CONTEXT	W.9-10.7 RL.9-10.6 W.9-10.8	Create a relevant and sufficiently focused research question. Research the ways in which an author's work reflects or questions a cultural tradition. Determine the usefulness and credibility of researched information.

PROJECT: GATHER, EVALUATE, CITE CREDIBLE INFORMATION	W.0-10.8 L.9-10.3a	Distinguish between the best uses of quoting versus paraphrasing from primary and secondary sources. Recognize and follow MLA format for documenting and citing sources.
PROJECT: WRITE, REVISE, PUBLISH	W.9-10.7 W.9-10.4 W.9-10.2 W.9-10.9 W.9-10.6 W.9-10.5 W.9-10.4	Synthesize the information [from] a variety of sources on a particular topic. Create clear, original, and specific thesis statements. Write clear, organized texts to explain and convey complex ideas, concepts and information. Draw evidence from literary and informational texts to support analysis, reflection, and research. Use technology to produce and publish effective writing. Use the writing process to develop and strengthen writing. Adapt writing to task, purpose, and audience.
QUIZ: CULTURAL CONTEXT OF THE AUTHOR	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
TEST REVIEW	Comprehensive review over standards presented in Unit 8.	Review of standards presented in Unit 8.
TEST: TRADITION VS. CHANGE	Comprehensive test over standards presented in Unit 8.	Evaluation of standards presented in Unit 8.
SEMESTER II TEST REVIEW	Comprehensive review over standards presented in English II Semester II.	Review of standards presented in English II Semester II.

EXAM: ENGLISH II SEMESTER II	Comprehensive test over standards presented in English II Semester II.	Evaluation of standards presented in English II Semester II.
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